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ABSTRACT

This report of the Libraries and Learning Resource (LLR) Strategic Planning Task Force, which devised a 5-year strategic plan to serve as a road map for the next 3 to 5 years for libraries and learning resources staff, is divided into seven major sections: (1) the introduction, which discusses the development of the plan; (2) a brief summary of the responses of the various library units to the question of what each unit considered to be its strengths; (3) the results of an environmental analysis focusing on external conditions and forces that may or will affect LLR and their implications for LLR; (4) a projection of what LLR should be in 1992/93; (5) the 5-year strategic plan with its overall strategy for reaching the projected vision; (6) recommendations for implementing the plan; and (7) appended materials, which include three short relevant documents reviewed for the strategic plan and a glossary of strategic planning terms. It is noted that items listed in the appendix but omitted from this report are available from the Dean's Office at the university. (CGD)

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LIBRARIES AND LEARNING RESOURCES STRATEGIC PLAN 1988/89 - 1992/1993

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INTRODUCTION

Task Force's Process and Methodology

From early February 1988 to early June 1988 the Libraries and Learning Resources (LLR) Strategic Planning Task Force met at least twice a month to carry out the following activites:

1. Defined its role, the scope of its charge and specific duties, charted an approximate timetable, and planned the process and who would be involved;
2. Read and discussed materials about the strategic planning process;
3. Read and discussed materials illustrative of strategic planning at BGSU, at other academic libraries and other readings about the future of academic libraries;
4. Drafted and revised a new mission statement for LLR.
5. In preparation for the environmental analysis and WOTS analysis (Weaknesses, Opportunities, Threats, and Strengths), read and discussed LLR Program Planning and Review reports and annual reports for the past 2 years from all LLR departments, latest annual report from Computer Services, latest annual report of President Olscamp and BGSU Mission and Goals Statement.* (During the process of identifying internal and external factors affecting LLR, we also reviewed the OBOR report Progress Through Collaboration, Storage and Technology and other documents related to the OBOR's planning for an Ohio Access System.);
6. Produced written environmental analyses of CAC, IMC, and Libraries by broad areas (e.g. Automation, Services);
7. Surveyed staff of most LLR departments for ideas and opinions about specific issues, (see "Synthesis of Unit Survey Responses" in the Appendix of complete report, located in the Dean's Office.)
8. Reviewed unit surveys, discussed and brainstormed LLR's strategic goals, driving force, unique strengths & weaknesses, and critical issues;
9. Prepared and discussed the first draft of strategic goals and objectives.
10. Revised strategic goals and objectives; discussed components of plan;
11. Discussed need for good communications about strategic plan and the implementation process.

In addition to seeking verbal and written input from LLR staff, communications were distributed to staff to keep them informed (Staff Information Bulletin and Connection articles). Also, status reports were provided by the Task Force Chair to Library Council and LLR Council.

The major reasons the work of the Task Force proceeded so well were its representation from all LLR units and the spirit of good will, teamwork, and a balanced perspective that each member brought to the process.

*In order to learn the latest information about campus academic priorities, the Chair of the Committee on Academic Affairs was contacted for a copy of an in-progress document about the Committee's review and ranking of campus priorities. The report will not be public until early fall 1988 semester.

Definition of Strategic Planning

Strategic planning is a method of planning that matches an organization's strengths to its best opportunities. "Best opportunities" are areas of endeavor where it appears possible to achieve significant progress toward realizing aspirations stated in the mission. By concentrating both human and financial resources on "strategic" issues (those of critical and decisive importance), the organization moves into a favorable position for attaining both short term excellence and a sustainable competitive advantage in terms of future capabilities and performance. (Please see glossary for definitions of specific terms associated with the strategic planning process.)

What The Plan Is And How It Can Be Used

The initial draft of the five-year strategic plan (Section V of this report) reflects the current consensus of the Task Force members based on the information at their disposal about conditions and issues affecting LLR, as well as a specific course of action to guide us during the next five years. The Task Force members are aware that much will (and should) happen to affect the implementation of the strategic goals, objectives, and courses of action recommended in this plan. Such is the nature of planning. The Task Force members urge LLR staff to view this plan as the beginning of the process of thinking, planning, and acting strategically. Of course, it is a document that will need to be reviewed, modified, updated and refined annually.

Before elaborating on how it may be used, it is necessary to understand the following qualities of strategic planning:

1. Strategic planning is a process for determining why an organization...in this case, LLR...exists, clarifying the organizational mission, and identifying in idealistic yet measurable terms what the organization needs to be or to have at some point in the future to realize its mission.

2. Strategic planning requires the development of formal, written plans which subsequently serve as guidelines for decision-making and action, but are modified at regular intervals.

3. First efforts at strategic planning typically do not yield plans with which the organization is fully satisfied. However, developing and implementing a plan that is reasonably acceptable with the understanding that it will be modified and updated periodically is far better than having no plan.

4. Both the internal and external organizational environment need to be assessed as part of the strategic planning process so that critical issues (situations, events, or trends which are likely to make the difference between achieving superior rather than merely average performance in the long run) can be identified.

5. The written strategic plan should present a description of the organizational mission including assumptions fundamental to the realization of that mission, a discussion of critical issues identified and strategic areas examined, a statement indicating the direction in which the organization should proceed in the future, and the strategic goals and objectives which are intended to move the organization in that direction.

This strategic plan (Section V. of this document) should serve as a road map for the next three to five years. It is extremely difficult to anticipate the changes and conditions which will influence LLR's courses of action, so annual review of the plan is essential to modify and add objectives and action steps as necessary. After each year's review of the plan, it should be circulated to all staff responsible for units and/or programs within LLR so that unit/program goals and objectives can be drafted for the new academic or fiscal year. These unit-level goals and objectives should be derived from those of the strategic plan. Attached to each objective should be specific actions steps with dates by which the actions are to be accomplished.

In other words the plan is <u>not</u> to be static; rather it is meant to be dynamic and responsive to the environment. If revised regularly and connected to budgetary decisions, it should prove to be a powerful force in guiding LLR in its chosen direction.

<u>Outline Of The Plan</u>

The five-year strategic plan comprises all of Section V. of this document. LLR's revised mission statement, "driving force", and the four critical issues set forth themes or strategic thrusts to which strategic goals and objectives are connected. For each strategic objective are listed specific action steps and target dates to aim for their accomplishment. Section II. briefly summarizes some of the comments and responses of staff from the unit surveys. Section III. charts and discusses the external conditions and forces from the campus to the national level that may or will affect LLR. Implications for LLR are contained in the discussion. Section IV. is a projection of what LLR should be in 1992/93. The five-year plan follows this section as an overall strategy for reaching this vision. The final section consists of recommendations for implementing the plan. It is critical to devote careful thought and continuous attention to implementing the strategic plan. How this element is carried out will primarily determine its success. The Appendix, available in its complete form in the Dean's Office, contains several documents prepared by Task Force members, a more complete summary of the unit surveys, sources consulted by the Task Force, and other relevant documents.

Strategic planning, as it becomes an integral part of LLR's operations, will help LLR staff decide how to use resources efficiently and effectively in meeting the challenge of today and the future.

II. BUILDING ON STRENGTHS AND TAKING ADVANTAGE OF OPPORTUNITIES: A SUMMARY OF THE UNIT SURVEYS

The most prevalent response from all units to the question: "What do you feel are your unit's strengths?" was the high quality and/or dedication of staff. Clearly, LLR's human resources are its greatest asset. The major challenge is to improve staff productivity and effectiveness through improvements in staff development, internal communications, and involvement in LLR governance.

Another staffing message that came through loudly and clearly was the concern for adding services/programs, or enhancing unit services without additional staff, or with an inadequate level of staffing. Some staff perceive their units to be very close to a limit; that is, they feel they are doing the best they can with the allocated resources, but that their staff may be stretched quite tightly. Especially because of the reliance on student staff, some LLR units are seriously concerned with just maintaining the present level and quality of services and productivity. This is particularly true for the IMC, which relies on student assistants for instructional support and campus audio-visual delivery services more heavily than nearly any other instructional media center in Ohio.

Other strengths that position LLR for achieving excellence are the uniqueness of several collections and services. Building on the strengths and uniqueness of such collections as those in the Popular Culture Library; the Sound Recordings Archives; the Data Archive; the Philosophy Collection; and the local/regional collection specialities in Northwest Ohio history, labor, women's studies, Great Lakes, and so forth, in the Center for Archival Collections and the Institute for Great Lakes Research is an obvious way to increase the quality, comprehensiveness, reputation, and effectiveness of LLR. Financial and staff resources need to be allocated to support increased collection development activities, service enhancements, and project activities for these units. However, LLR administration must take a position, derived from the University's and LLR's mission and goals statements, that defines clearly the role of special and archival collections and assesses their legitimate claims for limited resources against those of other units' services and programs. The fiscal, staff, and space needs of the special collections should not routinely take precedence over the needs of the general collection. Other funding sources and solutions to their needs must be developed.

Related to collection development is LLR's fairly unique position of extensive collaboration with area libraries and organizations like the Ohio Historical Society, Norweld, and the Northwest Ohio Library Consortium. The links with the University of Toledo, Medical College of Ohio, and other networks could be fortified, if LLR wants to continue it's leadership role in initiating and promoting cooperative collection development, resource sharing, document delivery, automation projects, and cooperative grantsmanship.

LLR's commitment to public services is a significant strength. While a good-to-excellent job is done with virtually all public services offered, some of the ones which make LLR rather unique, thus providing an opportunity for further development, are such services as the following: the provision of a variety of commercial computerized reference tools and the creation of in-house computerized reference tools (e.g., BG News Index in CAC); use of telefacsimile; preservation facilities/services; an excellent automated circulation system; above average to excellent bibliographic access to some collections; and an impressive graphic arts/instructional materials production service. Several of these services are ripe for enhancement, promotion, or expansion.

III. ENVIRONMENTAL ANALYSIS: EXTERNAL CONDITIONS/FORCES AFFECTING LLR

	OPPORTUNITIES/STRENGTHS	THREATS/WEAKNESSES
CAMPUS	1. University Administration's emphasis on ARL membership has made LLR a high priority; strong push to support research; build graduate programs.	1. Support for LLR dependent on university administration.
	2. LLR's leadership and image well regarded on campus.	2. Despite budget increases, inflation will continue to reduce LLR's financial resources
	3. Effective support groups (e.g., Friends of LLR, Library Advisory Group, Student Friends.	3. Increase in graduate enrollment and emphasis on research will require more research - level materials and may increase I.L.L. requests.
	4. Accreditation of programs requires adequate LLR resources.	4. Campus consciousness is still evolving toward the central role that LLR plays in both directly and indirectly supporting academic excellence.
	5. Automation creates demand for more automation.	5. LLR's direct contributions to instruction and academic excellence need more publicity and reinforcement.
		6. Level/frequency of communication and liaison with depts/programs inconsistent.
		7. Automation costs.
REGION	1. OBOR report recommends expansion of collaborative collection development projects.	1. LLR's leadership role in region underdeveloped.
	2. Resource-sharing exists among BGSU, UT and MCO.	2. Infolink's growth and other revenue-generating units are limited by staff resources.
	3. Interlibrary cooperation fostered by LLR membership/participation in Inter-University Library Council, Ohionet, and Northwest Ohio Library Consortium.	
	4. LLR enjoys a respected position in the region and could play more of a leadership role in library consortia.	
	5. Infolink and other revenue-generating units could increase revenue.	
STATE	1. OBOR report emphasized collaboration among academic libraries, (i.e., shared access and shared storage. and state distribution system.)	1. New library construction strongly discouraged by OBOR report
	2. Projected in the next 5 years is a statewide online catalog. Plans call for state funds to help academic libraries purchase system.	2. Emphasis on statewide online catalog may delay local planning and progress.
	3. Good participation and representation of LLR staff in state organizations.	3. State funding level remains at status quo or slightly increased.
	4. Some LLR units enjoy an excellent state-wide reputation, and potential is there for strengthening it for other units.	4. Enrollment ceiling and state subsidy formula limit BGSU's growth.
	5. Grant opportunities.	5. Potential enrollment decrease due to declining number of Ohio high school graduates and economic factors.
	6. Probable condition that BGSU's subsidy formula will change to directly benefit LLR.	
NATIONAL	1. Some LLR units enjoy a national reputation for their collections, but opportunity exists to strengthen this recognition.	1. Work study funding unpredictable. The minimum wage will increase, so that our current dollars will buy less. Subsidy rate will change from the current 80% to possible 60%.
	2. Grant opportunities.	2. Support to higher education not expected to increase.
	3. Development of and access to a national database are continuing.	3. Inflation rate unpredictable.
	4. Technological advances are accelerating while relative costs are decreasing.	4. Potential shortage of academic librarians, particularly minority candidates.

DISCUSSION AND CONCLUSIONS

1. The high priority that the university administration has assigned to LLR and the connected financial support offer the greatest opportunity to LLR. The challenge points out the need for a deliberate initiative to actively review and develop the collections in targeted areas supporting new curricular emphases, selected graduate programs, and research collections whose uniqueness and strength offer a strategic advantage to attract use by outside scholars as well as donors and grants. The challenge is to accomplish this goal with an uncertain level of funding balanced against the high expectations for continuing progress on the part of LLR and the university administration.

EFFECT ON LLR: An increase in funding, staff efforts and time will be required to accomplish any significant collection development initiatives. Because budget increases alone may not to be sufficient, LLR must look for specific ways to maximize monetary and human resources, as well as ways to increase its endowment and grant-seeking activities.

2. Statewide planning for an online system, cooperative collection-development and remote storage, and a state distribution system for library materials are exciting opportunities, although implementation is uncertain. Recent developments do indicate that an innovative state-wide online system is quite likely by 1992/93.

EFFECT ON LLR: LLR may realize some economic gain, since most of the costs are supposed to be borne by the state. However, LLR will not be able to control the timing, the choice of system, or the ultimate success of the system. Because so little is known at present, comments cannot be made about the status of planning for other needed automated functions, such as acquisitions or serials control.

3. Demographic, and connected economic forces are potentially serious threats to BGSU and LLR. The decrease in Ohio high school graduates from 139,921 (1987/88) to a projected 120,691 (1993/94) represents a 13.7% decrease.* Since BGSU is primarily an undergraduate university, such a decrease could make the recruitment effort more competitive. However, there is reason to believe that the formula used in calculating the state subsidy may be changed to the benefit of BGSU. Also the institutional emphasis placed on increasing the number of graduate and international students makes it difficult to predict accurately the financial effects of a decrease in undergraduates. There continues to be an emphasis on increasing the number of minority students and staff, as well as retention of all students. Assuredly, present program strengths and areas of excellence will need a constant level or additional monies to remain competitive.

The level of state and federal financial support for BGSU is expected to remain about the same or increase slightly. Quite likely, however, is

*Data from the Western Interstate Commission for Higher Education as reported in the Chronicle of Higher Education, May, 1988.

a decrease in federal work-study funds and/or an increase in the minimum wage. Such a likelihood will have a tremendously negative effect on our staff and financial resources, since all LLR units rely heavily on work-study students.

EFFECT ON LLR: In general, LLR should not expect to receive significant increases in its budget allocation, especially not enough to fully offset inflationary factors. LLR should expect higher student staff costs.

4. Technological change and costs associated with automation will make great demands on LLR's human and monetary resources. The publishing and information storage industries are in a rapid state of change that will certainly result in new options and challenges for LLR. LLR units can anticipate such demands as the need to either upgrade the online catalog/circulation system or acquire a new system; keep pace with the need to replace computer equipment, audio-visual hardware, and microform equipment; and acquire new automated systems for information retrieval and dissemination for public and staff use, as well as adapt to changes in automated processing.

EFFECT ON LLR: Increased costs are expected and some staffing accommodations may be necessary to handle training and machine maintenance. Higher stress levels should be anticipated as change continues.

5. Potential areas of competition and cooperation are critical for LLR's growth and development. The dispersion of university funds across campus in support of departmental/program book, periodical, or audio-visual materials are questionable in lean and shrinking budgetary times. Even university-supported services, such as Factline, which may be within LLR's mission to perform, could become a competing force. While LLR, as a fee-for-service provider, may realize a competitive advantage in providing services for non-university affiliated users, via InfoLink or other fee-structures charged by CAC, IMC, and IGLR, staffing limitations may restrict the growth of such revenue-generating activities.

Cooperative arrangements already in existence will need strengthening, and new arrangements may become desirable. An increased emphasis on formal and informal cooperative collection development and access arrangements is particularly important for those areas/collections which are strong, unique, and enjoy a state, national and/or international reputation.

EFFECT ON LLR: Historically the leader in regional networks and cooperative ventures, LLR may need to extend that role. Securing a greater degree of active participation from network members is fundamental to creating and strengthening cooperative collection development and access arrangements.

Understanding the internal and external strengths, weaknesses, opportunities, and threats is necessary before projecting a course of action and describing what LLR wants to be and to offer in 1992/93. The next section attempts to "predict" the future, by describing realistically possible and/or probable activities and situations to which LLR aspires to attain by 1992/93.

LLR IN 1992/93 -- AN ATTAINABLE VISION

PORTRAIT

LLR has succeeded in making significant progress toward research library status by increasing quantitatively and qualitatively selected areas of the collection, so that all targeted graduate programs are well supported by the collections. By 1992/93 a shift in emphasis has occurred from collections to access. This change, along with the practice of cooperative collection development, has allowed for acquisition of needed monographic materials and selective periodical titles, and the use of document delivery systems for more esoteric or low demand titles. A thorough collection development document has guided systematically the growth since 1989. An increase in endowment funds and grant awards has directly contributed to collection growth.

The shift in emphasis from collections to access has also allowed LLR to strengthen user services so that it fulfills the part of the mission statement that states:

> "LLR is committed to creating maximum access to information and developing innovative approaches in the delivery of services for changing needs of diverse user groups."

In fact, a "client-centered" approach prevails in most decisions and policies related to LLR services and programs. User services are expanded in several ways. Each academic department and administrative office has online access to our automated public access catalog and can search for and place holds/recalls on desired materials. Through a campus electronic mail system, faculty, administrators, and graduate students may place requests for new materials; pose reference/information queries; make I.L.L. requests; receive status reports on their current library transactions; transmit communications to library staff; and for a moderate fee receive monthly printouts based on research interest profiles. A limited on-campus document delivery service has been initiated and evaluated. One or two scholar workstations have been installed with database searching, word-processing, database management, statistical and graphic capabilities. Online information services or CD-ROM access are provided for most subjects emphasized by the university. LLR has assumed an information transfer role whenever it is available (extensive use is made of formal network and consortia arrangements), and provides information and full-text to users regardless of academic status. Information and instructional support services are emphasized as a high priority and aggressive outreach programs in LUE and end-user systems are in operation. The online public access catalog contains several files tailored to orienting users to LLR's facilities and services, as well as instructing them about research strategies and information resources.

LLR has automated all major functions and provides online bibliographic access to most of its collections via the online public access catalog. Most of the public card catalogs no longer exist. Microcomputer or CD-ROM databases have been acquired for some specialized collections such as maps and major archival collections as a supplement to

the online catalog. In fact, technology is operational that interfaces the online catalog with most of the microcomputer and CD-ROM based databases so that users can have access to virtually all LLR-generated catalogs and indexes to collections and to some commercially-produced databases. Increased communication with Computer Services has resulted in interfaces from a selected number of LLR terminals to other university datafiles for both direct patron access and internal functions. Public access terminals to the new OCLC system provide subject, author/title access and holdings information to a great deal of the nation's published literature. A state-wide system allows direct patron access to the library catalogs of most Ohio universities. Interlibrary Loan and commercial document delivery systems offer users a greater variety of options and faster delivery of some types of requested materials.

Short-term space and storage needs have been satisfactorily resolved by the installation of compact shelving in needed areas and conversion of some periodicals to microformat. Individual and group study space has been slightly improved. The solution to longer-term space and storage needs has been addressed by a plan covering the years 1993/94 - 1999/2000.

Administratively, all units of LLR are united with a clear sense of identity and purpose, so that all staff are aware of LLR's priorities and how their units contribute to the yearly goals and objectives. Planning continues to be critical to the advancement and accomplishment of LLR's priorities and to the maximization of resources. Staff development and public relations programs are well developed. LLR's image as a research library is well established and is demonstrated by an active visiting scholar's program for use of some of the special collections.

UNIVERSITY CONTEXT: There is a visible commitment to extend and enhance the information capability of the university through the encouragement of practical technological innovation. Facilitating faculty research and increasing and strengthening graduate programs continue to be institutional priorities, and the library continues to receive modest to moderate increases in its budget, so that the attempt to be a research-level library is on-going. The university administration continues to acknowledge the centrality of LLR to the university's mission and goals.

PHILOSOPHY AND ROLE: The success of LLR is viewed by university administration and faculty primarily in terms of growth in collections, relative status among higher education institutions, and reputation for responsiveness to campus interests. The emphasis on access to information and innovative user services is promoted and there is a deliberate library management strategy of focusing on user needs and striving to satisfy those needs.

V. WHAT IT WILL TAKE TO ACCOMPLISH THE VISION: A FIVE YEAR STRATEGIC PLAN

The preceding three sections (II. - IV.) identify and project strengths and weaknesses, as well as current and future opportunities and threats. The crux of strategic planning is its practice of pursuing those opportunities that reflect an entity's strengths, make it unique or competitive, and that directly support the university's mission, goals, and objectives, while at the same time are practical and feasible given the limitations and restrictions of significant external forces and conditions. What distinguishes strategic planning from other planning activities is the deliberate attempt to concentrate resources in those areas which can make a substantial difference in future performance and capabilities. While much of strategic planning is judgmental in nature, (e.g., selecting appropriate areas to emphasize, determining the shrewdest course of action, and stimulating the changes required), the Task Force has based its recommendations on data supplied by LLR staff, university and LLR reports, and other sources.* References are made to two important reports not yet available: one from the Minority Affairs Task Force and the other from the Graduate Student Study. Therefore, the following five-year plan may need some revision, once these reports are studied and evaluated. Also, developments in administering the Career Library may affect the plan. Of course, all planning must be dynamic and responsive to external and internal forces affecting LLR; thus, yearly review and revision are a necessity.

LLR's Five-Year Strategic Plan is organized as follows:

A. Revised Mission Statement.
B. LLR's Driving Force, Critical Issues and Strategic Areas.
C. Strategic Areas and Goals Related to University Goals.
D. Strategic Goals and Objectives By Areas with Specific Actions Required and Target Dates.

See the Appendix "Documents Reviewed for Strategic Plan"

A FIVE-YEAR STRATEGIC PLAN FOR LIBRARIES AND LEARNING RESOURCES

MISSION STATEMENT OF LIBRARIES AND LEARNING RESOURCES

The divisions of Libraries and Learning Resources -- University Libraries, Instructional Media Center, Center for Archival Collections, and the Institute for Great Lakes Research -- exist to be the primary research materials and information resource on campus. In this capacity, LLR advances the University's instructional, research, and public service missions. LLR strives to develop its research collections to support graduate student and faculty research. Libraries and Learning Resources directly supports academic excellence by actively acquiring appropriate materials; providing physical and electronic access to materials and to information in a variety of physical formats; and offering assistance and instruction in their use. Needs of faculty, students, staff, alumni, and the community at large guide the development of LLR's services, programs, and policies.

Secondary missions include the obligation to support scholarly endeavors and information needs in the local, regional, national, and international communities as a result of cooperative agreements and other commitments, and the responsibility to preserve our collections for use by future generations of students and scholars.

Libraries and Learning Resources is committed to creating maximum access to information and developing innovative approaches in the delivery of services for changing needs of diverse user groups.

LLR'S DRIVING FORCE

LLR is in a transition period from focusing on being primarily an undergraduate library to becoming a research level institution with strong collections and services in support of specific graduate programs and faculty research. In addition, major technological changes affecting LLR's information and access services will be constant during the next five years. Therefore, LLR's "driving force" can be summarized in one phrase: planning and preparing for change. Specifically, LLR should cultivate those organizational characteristics that best allow it to maximize resources which will enhance the ability to change and, where appropriate, diversify in response to changing conditions from all environmental levels from internal to national.

CRITICAL ISSUES

While there are many implications and issues resulting from the data and findings of the Task Force's analyses and from other sources, the following seem to Task Force members to be critical:

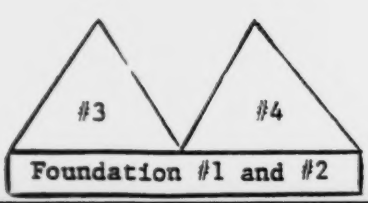
1. Clear sense of mission, purpose and identity - LLR staff can be more productive and satisfied if they are clear about LLR's mission, priorities, goals and objectives, and if they can actually see how their individual and/or unit's performance contribute to these. Also, LLR will enjoy a greater strategic advantage in obtaining gifts, donations, grants, etc., if it projects a clear and strong image and identity on campus, in the region, the state, and the nation.

2. Leadership and administrative effectiveness - The effectiveness of LLR's managers in regards to planning, program evaluation, and development of management information to aid in decision-making is critical to the quality of LLR's performance and ability to maximize resources. Leadership and vision are needed to inspire and stimulate our potential and motivation to realize this potential.

3. Adequate level of funding for collections growth and services enhancement - Since developing the collections along a research library model will continue to be an important priority, adequate funding is essential. This includes sufficient monies for materials from the University's budget allocation to LLR, as well as growth in endowment and grant funds. In addition, operating and personnel budgets must keep pace with an increasing materials budget, so that supplies, equipment, and services are purchased and needed staff are retained to develop, process and store LLR's materials. Specifically, the lack of space for collection growth, individual and group study, and staff operations is one critical aspect related to materials' growth.

4. Capability to take advantage of computer and telecommunications technology to improve physical and bibliographic access to materials - This issue is critical to our research library initiative and ability to provide services indicative of the latest technological advances in information processing, storage, and retrieval.

For those who extract greater meaning from visual models, the following diagram illustrates that issues #1 and #2 are fundamental as the foundation upon which all else rests.



STRATEGIC AREAS AND GOALS RELATED TO UNIVERSITY GOALS

The following strategic areas in column one are used to group and organize the plan's specific goals and objectives. The strategic goals in column two are related to specific university goals and objectives in column three. Beginning on page 16 is the detailed listing of objectives for each strategic goal, and results required with dates to achieve the objectives.

STRATEGIC AREA	STRATEGIC GOALS	UNIVERSITY GOALS
COLLECTIONS	I. To enhance LLR status as the primary research and information resource at BGSU through the development of LLR collections.	To intensify efforts to upgrade LLR in order to qualify for membership in the Association of Research Libraries. (87-88 Goal from Annual Report of the President.)
		To improve and enhance the graduate programs that exist on campus. (Goal #14)
		To support and enhance the environment in which research takes place. (Goal #17)
		To mobilize and enhance the research and scholarly productivity of the faculty. (Goal #22)
		To provide it's students an education with an international and intercultural dimension. (Goal #12)
SERVICES	II. To provide a range of quality services offering users significant benefits so that our competitive advantages are maximized and so that LLR is favorably positioned to pursue its best service opportunities over the next 5 years and beyond.	To maintain and enhance the excellence of undergraduate education (Goal #9)
		To provide its undergraduates with a a "practical liberal education." (Goal #10)
		Goal #14
		Goal #17
		Goal #22

			To continue to upgrade library, equipment . . . and other resources necessary for teaching and research. (Goal #25)
AUTOMATION AND ACCESS	III.	To take full advantage of computer and telecommunications technology for the purposes of improving access to materials within and beyond LLR and improving workflow efficiency and effectiveness.	Goal #9 Goal #14 Goal #17 Goal #25
FACILITIES AND SPACE	IV.	To improve physical facilities so that collections' preservation, conservation and use are promoted; and LLR buildings' facilities reflect positively a well maintained research environment.	Goal #9 Goal #14 Goal #17 Goal #22 Goal #25
ADMINISTRATIVE MEASURES	V.	To establish systems, policies, and procedures that will improve communication, organizational climate and effectiveness within all units of LLR.	To create an environment which will uphold, promote, and instill multi-cultural values in students, faculty and staff. (Goal #13) Goal #17 To develop, maintain and recognize effectiveness and excellence in teaching. (equate to librarianship). (Goal #21) Goal #22 To recruit the most creative and productive faculty and administrative staff possible, (add classified staff). (Goal #23) To significantly increase the level of external funding for research and education. (Goal #26)

Developing the collections will be the highest priority for the next three to five years. The other goals are nearly equally important, so it is difficult to assign a prioritization.

	Strategic Goal		Objectives (Ranked in priority order)*		Action Steps	Accomplished By
I.	To enhance LLR status as the primary research and information center at BGSU through the development of LLR collections.	1.	To implement a LLR unified collection development plan which would establish, prioritize and enhance LLR collections strengths.	a.	Establish a permanent "collection development" committee with representation from all materials ordering units of LLR to assist collection development officer.	1988
				b.	Complete a working draft of the plan which would describe and prioritize the collecting strengths of LLR, as well as noting areas needing development such as minority cultures and literature. Exemplary and research-oriented programs should be identified and accorded appropiate support.	1989
				c.	Publicize and highlight the document to all LLR staff.	1989
		2.	To build an acquisitions budget supportive of the goals and priorities of the collection development plan.	a.	Develop a needs statement which can be utilized to support an annual increase in LLR's acquisition budget (to both allow for price inflation and increase in purchases.)	1988
				b.	Build an acquisition endowment for the purchase of research collections, e.g. books, serials, microfilm editions, databases, manuscripts, audio-visual collections, etc.	1992
				c.	Establish grant proposal goals based on LLR collection strengths, e.g. establish objectives which can be met through grants, prioritize objectives and complete grant proposals accordingly.	1989-1992
				d.	Establish fund-raising goals based on LLR collecting strengths and enlist the support of LLR units/staff in meeting these goals.	1990

*The Strategic Planning Task Force members realize that decisions about priority and implementation dates are directly affected by monetary and staff resources; therefore actions to address these priorities may not necessarily be undertaken in a sequential order.

	Objectives		Action Steps	Accomplished By
3.	To develop and implement space-savings measures in line with collection development plan.	a.	Develop and implement an ongoing plan to both reformat certain existing collections and purchase new collections in a more accessible and space-conscious format, i.e., microfilm, optical disks, etc. in line with the collection development plan and preservation requirements.	1992
		b.	Develop and implement a practical and longterm plan for using compact shelving and off-site storage for appropriate collections.	1989-1992
		c.	Develop and implement cohesive deaccessioning policy for each LLR unit in line with LLR collection development plan, recognizing that the overriding trend attendant on attaining reasearch library status is collection growth.	1990
4.	To develop and implement a preservation plan for all LLR units.	a.	Complete an assessment report for each unit including the number of items in need of preservation and the treatment required, time frame for completion of preservation work by unit, and a general report on building/environmental conditions.	1989
		b.	Complete and distribute a disaster plan for LLR	1989
		c.	Integrate into staff development programs preservation and disaster-preparedness education and training.	1990+

	Objectives		Action Steps	Accomplished By
5.	To build on existing faculty liaisons to assist with acquisitions and research use of collections.	a.	Conduct a workshop for subject specialist librarians to focus on ways and approaches to promote an active liaison role.	1988
		b.	Decide how to best utilize faculty representatives for strengthening our collection development activities and then inform and sensitize them about their role.	1988-1989
6.	To develop stronger state-wide and especially regional collecting cooperation agreements in line with LLR's collection development plan.	a.	Explore perceptions of "logical" collection areas within the state.	1989
		b.	Utilizing prioritized collecting strengths outlined in collection development plan, draft realistic cooperative agreements with regional libraries/repositories and work towards implementation.	1990
7.	To administratively emphasize the current and developing strengths of LLR's collections.	a.	Include in the management information system appropriate data about collections, specifically noting numerical statistics on holdings as well as qualitative/content information.	1989+
		b.	Establish a mechanism for ongoing public relations activities which highlight and build on LLR collecting strengths.	1989+
		c.	Establish programs to "showcase" collection strengths (e.g., grant funded fellowship programs for visiting scholars in the popular culture/American studies areas.)	1991+

STRATEGIC AREA: SERVICES

Strategic Goal	Objectives (Ranked in priority order)*	Action Steps	Accomplished By
II. To provide a range of quality services offering patrons significant benefits so that LLR's current competitive advantages are maximized and LLR is favorably positioned to pursue its best service opportunities over the next 5 years and beyond.	1. To evaluate current and potential services with respect to CENTRALITY to LLR mission, QUALITY, and MARKETABILITY.	a. CENTRALITY -1) Check fit of both currently offered and proposed new services with mission and goals statements of the University, LLR and subunits of the organization.	1989+
		2) Ask all budgetary units annually for suggestions about services which could be de-emphasized or dropped to free up resources, e.g. dropping maintenance of manual files where automated access is available.	1989+
		b. Assess QUALITY of services by: 1) Develop indices of quality (e.g. consistency of service policies, adequate level of public service, speed, number of hits/misses, satisfaction of patrons/staff/ administration, etc.)	1989-1990
		2) Measure the current services against quality indices, analyze results, and take corrective action.	1990-1993
		3) Ask all budgetary units annually for suggestions about services which could be introduced or substantially augmented. Specifically consider services which could be offered on a cost-recovery basis (e.g. SDI service or document delivery.) Apply quality indices.	1989+
		4) Where appropriate quality indices for proposed new services are not available, develop such indices (speed, fill rates, etc.). Apply to proposals and rank them accordingly.	1989+

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	Action Steps	Accomplished By
c.	Assess MARKETABILITY of both current and new services	
	1) Analyze available information on needs and benefits sought by current and potential users and gather additional information where appropriate.	1989-1992
	2) Monitor data from user studies, student and faculty publications, suggestion boards, library/archive/ audiovisual publications, and the like for comments on both current and proposed new services.	1988+
	3) Check "goodness of fit" between apparent opportunities and documentation from units about demonstrated user demand, along with evidence of the unit's ability to deliver efficiently the proposed service.	1989+
d.	Identify OTHER significant DECISION FACTORS (e.g. political, legal, economic, etc.)	1989
e.	Determine the OPTIMUM BALANCE between established services with proven and sustainable user demand and proposed new services with potential demand, recognizing claims against available funds, and equipment.	1989+

Objectives		Action Steps	Accomplished By
2. Re-examine staffing patterns for areas of 1) cost savings; 2) improved service delivery; 3) optimum combination of skill/background/ experience to respond to changing opportunities and institutional needs; and 4) impact on users.	a.	Examine workflow for component activities or processes to be: • Dropped • Automated • Shifted to a higher/lower skill level • Given a lower priority • Batched instead of handled as received • Shifted from intermediary to end-user	1989-1991
	b.	Consider reducing/expanding number and changing location of service points.	1989-1990
	c.	Reassess any controllable aspect of service which could enhance patrons' satisfaction (e.g. waiting time, paperwork, open hours, central v. dispersed locations of collections and service points.)	1989-1990
	d.	Increase efforts to employ minority staff, especially student staff at public service desks.	1988+
	e.	At all levels within LLR, evaluate staff activities in terms of effectiveness and desired results. Avoid rewarding mere "business as usual," in favor of recognizing and rewarding activities which move LLR closer to short or long term goals.	1989+

Objectives		Action Steps	Accomplished By
3. To tie services to need by gathering/analyzing information about users and potential users.	a.	Target particular user/potential user groups for study.	1989
	b.	Identify predictive/significant indices of user demand among information currently gathered including annual reports and special reports (e.g. Maps Task Force Report) and surveys generated by LLR, university documents and other relevant available information.	1988-1990
	c.	Plan and administer surveys or studies similar to the Graduate Student Survey needed to supplement available information for target groups.	1990-1992
	d.	Use data/findings from studies to modify or enhance services.	1991+

STRATEGIC AREA: AUTOMATION AND ACCESS

	Strategic Goal		Objectives (Ranked in priority order)*		Action Steps	Accomplished By
III.	To take full advantage of computer and telecommunications technology for the purposes of improving access to materials within and beyond LLR and improving workflow efficiency and effectiveness.	1.	To upgrade or replace the hardware for the LS/2 system by December 1988 to allow for 3 to 5 years of database growth without sacrificing an acceptable level of response time while adding terminals.	a.	Charge the Systems Committee and systems unit staff with studying and recommending the best, affordable solution.	1988
				b.	Dean will pursue funding options.	1988
				c.	Install upgrade or replacement equipment.	1989
				d.	Identify needs for additional LS/2 terminals throughout LLR and allocate terminals accordingly.	1989
				e.	If new equipment allows, actively solicit additional dial-up users so that all academic departments/programs have access.	1989
				f.	Widely publicize advantages to system.	1989
		2.	To plan for the implementation of a new public access catalog that is to be part of a state-wide system.	a.	Ensure that LLR has active representation on committees responsible for planning the state-wide system.	1988
				b.	Involve Systems Committee in all planning for state-wide system so that local concerns and needs will be addressed.	1988-1992
				c.	If state-wide system doesn't provide for more than online catalog/circulation functions, study and prioritize the functions which will receive funding for automation.	1990

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Objectives		Action Steps	Accomplished By
3. To improve physical access to all LLR materials.	a.	Survey all areas of LLR units to identify problems for handicapped access.	1989
	b.	Study success rate of finding known items in stacks in order to identify access problems and need for better signage and/or LUE efforts.	1990
	c.	Study hold/recall and search for missing items service to determine turn-around time, stack maintenance problems, problems interpreting call numbers, etc.	1990
	d.	Study data and findings from the Graduate Student Study to learn about physical access problems, particularly ILL.	1989
	e.	Evaluate Gutenberg II ability to serve on-campus students' needs to use IGLR.	1989
	f.	Assign high priority and needed resources to completing the Popular Culture reclassification and evaluation projects so that appropriate materials are transferred to open stacks and/or duplicates purchased.	1989

Objectives		Action Steps	Accomplished By
4. To improve bibliographic access to all materials, as well as document delivery to materials not part of LLR collections.	a.	Assess the overall quality of bibliographic records and access mechanisms and recommend improvements where appropriate.	1990
	b.	Re-investigate the 1986 Cataloging proposal for bibliographic data-base processing and authority record generation in terms of cost-benefit for improved access.	1989
	c.	Enhance bibliographic control of non-book material in LLR by incorporating appropriate media collections from all LLR units into LS/2 and by providing access by media format, (e.g. video/films on AIDS; computer software program for analyzing statistics.)	1992
	d.	Explore options and decide on an approach for automating Acquisitions so that users and staff would have information about on-order materials more readily available.	1989
	e.	Study and recommend fiscally responsible ways to expand provision of end-user access to the variety of computerized reference sources.	1989
	f.	Study and recommend policies and procedures for document delivery services, including telefacsimile and commercial sources.	1988
	g.	Study data and findings from Graduate Student Study to identify other bibliographic access problems needing solution.	1989

	Objectives		Action Steps	Accomplished By
5.	To improve efficiency and access, identify collections and processes that should be automated.	a.	Survey and prioritize the specialized collections lacking adequate bibliographic access for inclusion in the online public access catalog or for development of some other type of automated bibliographic access.	1989
		b.	Survey and prioritize operations and workflow to make recommendations for those that could be more efficiently handled through automation. Set target dates for implementing automation and establish budgeting priorities accordingly.	1990
		c.	Expand Systems Department role to include technical assistance and maintenance for all automated systems in LLR, as well as staff support and assistance with hardware and software problems.	1988
		d.	Explore automating Acquisitions after MV 15000-8 is operational.	1989-1990

IV. Strategic Goal	Objectives (Ranked in priority order)*	Action Steps		Accomplished By
To improve physical facilities so that collections' preservation, conservation, and use are promoted; and LLR buildings' facilities reflect positively well maintained research environment.	1. To develop a 5-year space/storage plan which addresses Library needs for materials storage, including A/V materials; individual/small group study; a quieter atmosphere on the first floor; additional staff workspace; and renovation projects.	a.	Charge LLR Council with the responsibility for developing this plan.	1988
		b.	Subject plan to yearly review for modifications and additions.	1989+
	2. To survey and prioritise for repair or attention the environmental threats to materials and users, such as water leaks, humidity problems, temperature control, and elevator problems.	a.	Develop guidelines for priorities.	1989
		b.	Schedule the needed repairs.	1989
	3. To finalise LLR's Disaster Plan.	a.	Re-constitute committee charged with this task and impose deadline date.	1989
		b.	Disseminate plan to all LLR units	1990
	4. To investigate ways to improve security in LLR buildings (e.g. equipment areas of IMC and the gifts and new books area in Library Acquisitions.)	a.	Survey LLR buildings for security problems and prioritise the results for necessary action, including possible solutions and costs associated.	1989
		b.	Establish a timetable of essential actions to resolve most critical security problems.	1989-1990
	5. To survey and coordinate on a biennial basis LLR equipment needs for new and replacement items.	a.	Develop guidelines for priorities, e.g. top priority for direct instructional support which satisfies demonstrated need, 2nd priority for replacement items, etc.	1988
		b.	Establish ongoing mechanism for reviewing and prioritising equipment requests.	1989
		c.	Refine the information management - reporting system for improved order status information, cost data capabilities, etc.	1989
		d.	Where possible coordinate equipment requests with biannual CHOR educational equipment fund awards.	
	6. To survey and prioritise the LLR buildings/areas needs for painting, refurbishing, sound-proofing, purchase of new or reconditioned furniture, etc.	a.	Develop guidelines for priorities.	1988
		b.	Schedule the needed actions.	1989-1992

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STRATEGIC AREA: ADMINISTRATIVE FUNCTIONS

	Strategic Goal		Objectives (Ranked in priority order)*		Action Steps	Accomplished By
V.	To establish systems, policies, and procedures that will improve communication, organizational climate and organizational effectiveness within all units of LLR.	1.	To conduct systematic planning activities throughout LLR and to utilize the results, especially in regard to budget planning.	a.	Develop an annual review revision process for the strategic plan involving both staff participation and critical examination of services and programs.	1989
				b.	Require each unit to utilize the process to develop all plans, objectives, budget estimates, resource needs, etc.	1989-1992
				c.	Make planning activities an important component of all supervisors' and staff members' annual performance evaluations to encourage accountability for controllable aspects of strategic plan implementation.	1989-1992
		2.	To foster a multicultural environment for minorities who work in LLR, for those who use its materials, and for those who may seek employment here.	a.	Appoint a standing committee on minority affairs who will implement, oversee, and further develop the recommendations of the Ad-hoc Minority Affairs Committee.	1988
				b.	Schedule an all-staff workshop on sensitivity training.	1988
				c.	Establish a mechanism for reporting discriminatory behavior within LLR by staff or patrons.	1989
				d.	Encourage social activities of LLR staff which promote an awareness of minorities.	1988+

*The Strategic Planning Task Force members realize that decisions about priority and implementation dates are directly affected by monetary and staff resources; therefore actions to address these priorities may not necessarily be undertaken in a sequential order.

Objectives		Action Steps	Accomplished By
		DECISION-MAKING BODIES	
3. To improve communication between and among units of LLR so that a clear sense of identity and a unified front prevail.	a.	Develop a mechanism for identifying staff involvement in LLR committees and decision making activities. Specifically, survey should reveal 1) whether composition of committee membership is open to all LLR staff and 2) whether in practice committee work, policy recommendations and decision-making activities intended to provide the Dean with staff ideas and opinion are performed by a diverse group from the LLR "talent pool".	1988
	b.	Based on findings, develop a committee selection plan that potentially involves all LLR staff in LLR-wide committees and other decision-making activities.	1989
	c.	Study and try to implement recommendations in the Minority Affairs Task Force's report that pertain to communication and staff involvement in committees and decision-making activities.	1988-1989
	d.	Reassess situation in a year to see if desired changes have occured.	1990
		COMMUNICATION CHANNELS	
	e.	Appoint a task force that will identify and report to the Dean communication concerns at all levels within LLR -- i.e. individual unit or department, among certain units, LLR Administration, etc.	1988-1989
	f.	Charge all committee and task force chairs to regularly report on their activities via the most appropriate communication medium. Assess periodically.	1988+

	Objectives		Action Steps	Accomplished By
4.	To implement a centralized, on-line management information system.	a.	Complete needs assessment and survey of existing data collected and required by external sources which will identify the features needed in a LLR management information system, (MIS)	1988
		b.	Select MIS which meets requirements identified in #1, or design MIS which incorporates requirements of LLR in conjunction with systems experts. Determine indices which will be used to identify if MIS is functioning as needed.	1988-1989
		c.	Implement MIS in LLR.	1989
		d.	Analyze effectiveness of MIS using indices in b. and make changes as necessary.	1990
5.	To develop a systematic and proactive staff development program throughout LLR.	a.	Reconstitute an LLR-representative Staff Development Committee who will be charged with planning a yearly program of activities for all levels of staff.	1988
		b.	Staff Development Committee should survey staff to determine topics, formats, and methods desired for staff development activities.	1988
		c.	Study and implement specific recommendations about staff development contained in the Minority Affairs Task Force's report, such as the fall 1988 workshop on sensitivity training and the ongoing workshops and activities focusing on continuing development of cultural awareness.	1988-1989
		d.	Allocate a budget for staff development.	1988
		e.	Encourage each supervisor to facilitate at least one individual or group staff development activity per year for his/her staff.	1988+
		f.	Refine and implement an orientation program for all new LLR staff.	1989

Objectives		Action Steps	Accomplished By
6. To develop an overall LLR public relations program and to implement a systematic campaign of PR based on the program.	a.	Develop a mechanism (permanent PR committee representative of all LLR units or something else) to ensure an on-going, systematic PR program.	1989
	b.	Identify the person(s) who will be designated for the overall responsibility of PR planning and implementation throughout LLR. Specify the duties of this person, such as establishing procedures for clearing external communications with public relations implications for release.	1988
	c.	Plan a staff development activity that will introduce all staff to the Ad-Hoc PR Committee's checklists and PR strategy, as well a provide a forum for ideas and suggestions for needed public relations activities.	1989
	d.	Study and consider for implementation the recommendations and ideas contained in the Ad-Hoc Public Relations Committee's report.	1988-1989
	e.	Study and implement as appropriate, the recommendations in the Minority Affairs Task Force's report that pertain to public relations, such as displays and exhibits.	1988-1989
7. To develop a concerted fund-raising effort in support of collections and programs recognized as unique and/or those having demonstrated quality, centrality to mission, and marketability.	a.	Charge LLR administrator (assistant dean?) with responsibility for developing fund-raising and assisting in implementation of fund-raising plans.	1988
	b.	Target collections/programs/services for potential fund-raising activities.	1989
	c.	Develop a comprehensive LLR fund-raising strategy for target areas which includes specific objectives, potential sources of funds (e.g. grants, endowment, duplicate item sales, etc.) and a timetable.	1989-1990

Objectives		Action Steps	Accomplished By
8. To update and distribute LLR Policies Manual	a.	Charge Assistant Dean to review and revise material gathered for LLR policies manual.	1989
	b.	Check the "fit" of all policies with LLR mission and goal statements. Revise as needed.	
	c.	Solicit information about needed revisions, updates, and additions to manual from LLR staff.	1989
	d.	Compile manual and distribute to staff.	1989

VI. IMPLEMENTATION

Even the best conceived plans flounder if the important aspects of implementation are not anticipated and addressed in detail. The Task Force members are convinced that strong support from the Dean and the delegation of shared responsibility to the Assistant Dean for coordination and implementation of the plan are essential to its success. Especially in its first year general staff education and fine-tuning will be necessary.

Role of the Dean*

All the textbooks stress the importance of the highest-ranked administrator (the Dean) to the success of the strategic plan. This person needs to believe in strategic planning as a process and to provide strong leadership throughout implementation by creating an environment that dispels the fears and prejudices of department heads and others. Once the strategic plan is finalized, it is possible to delegate to the Assistant Dean and others the day-to-day responsibility for coordination, follow-through, and evaluation. Close communication between the two will be critical, though, so that the Dean can be kept apprised of progress in accomplishing objectives and action steps and of decisions which clarify and refine the plan.

Role of Assistant Dean

Acting for the Dean, the Assistant Dean will have the primary responsibility for all the details of implementation -- i.e., setting more specific target dates; assigning responsibility for particular objectives of the plan to committees, councils, or unit heads; overseeing that the 1988/89 unit goals and objectives statements relate to the strategic plan; and generally coordinating and orchestrating the entire process. Needless to say, this person must also be committed to and understand strategic planning, since he/she will be expected to coach and guide unit heads.

Role of Directors and Department/Unit Heads

The department/unit heads are the real keys to ensuring that the plan's goals, objectives, and action steps are implemented. After all, it is these managers who actually get activities accomplished by their staffs through effective planning, motivating, supervising, and evaluating. They must understand the process of strategic planning and be able to perceive how changes resulting from it can facilitate constructive inter-relationships among the various departments. They need to see the entire library picture, and how their departments can benefit from participating in the strategic planning process, even though the direct payoff may appear smaller than another department's in a given year.

Once the strategic plan has been thoroughly revised, based on feedback from the Dean, LLR Council, Library Council, and all LLR staff, implementation is possible. The following model is suggested, as a beginning in planning for implementation.

*Many of the ideas presented are taken from Strategic Planning for Library Managers by Donald E. Riggs. Oryx Press, 1984.

POSSIBLE IMPLEMENTATION MODEL

Date	Activity	Person(s) Involved
August 12, 1988 retreat	Workshop about the strategic planning process. Discuss implications of plan and and finalize implementation details for unit's 88/89 goals and objectives planning.	LLR Council Library Council LUE and computer searching coordinators
Late August 1988	LLR all-staff meeting. Implementation and role of unit staff explained. Major strategic priorities of the plan are highlighted, as well as the 1988/89 objectives.	Dean presents to all staff
September 1988	LLR units prepare fiscal year 1988/89 goals and objectives based on strategic plan. Units, committees, & councils also asked to prepare more detailed action steps for specific objectives in the plan, along with revised target dates over the 3 to 5 year period.	Assistant Dean and Dean assign responsibility to appropriate unit, committee or council. Reviews 1988/89 goals and objectives; provides feedback; coordinates.
October-May 1989	Implement action steps, programs, etc.	Unit staff
November-January 1989	Prepare a "master" plan for 1988/89 goals, objectives and action steps reflective of all LLR units. Revise strategic plan as necessary.	Assistant Dean
February-May 1989	Follow-up with Library Council and LLR Council to assess progress or problems	Assistant Dean.
June 1989	Ask unit heads for annual reports focusing on accomplishments of goals and objectives and request preliminary 1989/90 unit goals and objectives, with specific requests for funding needs.	Assistant Dean
July-August 1989	Assessment of first year's experience with strategic planning. Modify as needed. Budget decisions made based on strategic planning.	Dean and Assistant Dean meet with LLR Council and Library Council

August 1989	Review and revise 5-Year Strategic Plan. Follow planning cycle for input at all levels of responsibility. Distribute revisions to all unit heads so they can finalize 1989/90 goals and objectives	Assistant Dean
December 1989- January 1990	Tie the annual performance evaluation to staff accomplishments vis-a-vis strategic plan. Cycle continues.	All supervisors

Implications for Staff Development

Since Strategic planning is a way of thinking and acting, staff development is essential to affect attitude change and skill development. Directors and unit heads must understand and support the basic procedures of strategic planning so they can motivate and guide their staffs. The workshop at the retreat will lay the foundation, but probably one or two more sessions during the academic year will be required to clarify concerns and answer questions. The Assistant Dean should arrange for these sessions.

Staff development objectives for the rest of the LLR staff could be less intensive. A few key readings could be circulated by the Dean's office to be followed up with unit-level discussions. The important point is for staff to be informed and have a basic understanding of what strategic planning is, how they contribute, and how such planning will benefit their unit and LLR.

Of course, all final decisions regarding implementation rest with the Dean and Assistant Dean, who will either get advice and counsel from the standing councils (LLR Council and Library Council) or from a newly established strategic plan implementation committee.

APPENDIX

SOURCES EXAMINED FOR STRATEGIC PLAN*

1. Annual reports for past two years of all LLR units; 1986/87 Annual Report of Computer Services, and past two years of President Olscamp's annual reports.

2. Program Review and Planning Reports for LLR.

3. ARL Index Calculations for BGSU, 1987.

4. "The Ideal User-Oriented Ohio Access System: or How it Might Look in 1992-1993." (RMG Consultants, February 1988). Draft Report to OBOR. Alternative Approaches to Linking State University Automated Library Systems for the Ohio Board of Regents. 1988.

5. Progress Through Collaboration, Storage, and Technology, OBOR Report. September, 1987.

6. "Maps Task Force Report and Recommendations." February, 1988.

7. SPEC Kit #108 - Strategic Planning in ARL Libraries, Association of Research Libraries. October, 1984.

8. Strategic Plans of College of Education and Allied Professions, BGSU; Gelman Library, George Washington University; University of Santa Barbara; and Brigham Young University.

9. Specifically useful strategic planning books and articles are:

   Goldberg, Robert C. "A Library Planning Model: Some Theory and How It Works." Drexel Library Quarterly. Vol 21 (1985). 92-113.

   McClure, Charles R. "Management Information for Library Decision Making. "In Advances in Librarianship. NY: Academic Press, 1984. 1-42.

   Riggs, Donald E. Strategic Planning for Library Managers. Phoenix, AZ: Oryx Press, 1984.

*The report of the Graduate Student Study will not be available until late 1988. It will be extremely valuable for strategic planning implications, and as an example of methodology for collecting user opinion data.

STATEMENT ABOUT MAPS TASK FORCE REPORT

The Strategic Planning Task Force has read the "Maps Task Force Report and Recommendations" and commends the thoroughness and excellent methodology employed in the self study process. Indeed, this process can serve as a model for other units or programs doing self studies. It is recommended that a final decision about Maps be based on the same criteria as all other viable programs and services; that is, employing the suggested review process in the section "Strategic Area: Services" of the Strategic Plan.

GLOSSARY OF STRATEGIC PLANNING TERMS

Critical issues: situations, events, or trends which are likely to make a difference in achieving superior rather than merely average performance in the long run.

Driving force: the single most important of several significant issues/trends/factors revealed by examining the internal and external conditions within which the organization operates.

LLR Unit: any administrative entity of LLR (a "division", "department", "branch", or "program" having responsibility for budget and/or personnel supervision).

Strategic: of critical and decisive importance.

Strategic planning: please see p.2 explanation.

Strategic thrust/initiative: the core of the strategic plan, a theme which summarizes, harmonizes, and/or sketches the relative priorities of various goals designed to move the organization forward in pursuit of opportunities suggested by its mission.

WOTS analysis: a structure for analyzing the internal and external conditions in which an organization operates. "W" is for weaknesses--resources or talents the organization is lacking. "O" is for opportunities--courses of action the organization could pursue. "T" is for threats--conditions which could possibly make the organization less able to pursue its chosen opportunities and even to remain in existence. "S: is for strengths--not only skills and financial resources, but also intangibles such as reputation or attitudes, which collectively enable the organization to do better at its chosen endeavors than its closest competitor could do.